DOCUMENT RESUME

ED 222 591 UD 022 541

TITLE	Evaluating the School for Multicultural Education. A Handbook. Multicultural Education Resource Series.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	Jun 82
NOTE	95p.; A publication of the Office for Equity Education.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Bilingual Education; Check Lists; Community Characteristics; Curriculum Evaluation; Data Collection; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Institutional Characteristics; *Multicultural Education; *Needs Assessment; Parent Participation; School Community Relationship
IDENTIFIERS	Lau V Nichols; Washington

ABSTRACT

This handbook provides guidelines to help school districts to assess local conditions and needs relating to multicultural education. Part 1 contains an evaluation checklist outlining information to look for and questions to ask in evaluating a school. The checklist considers: 1) school philosophy, objectives, and educational commitments; 2) characteristics and needs of the community; 3) school district and school characteristics, management, and organization; 4) curriculum, educational programs and services, facilities, and personnel; and 5) parent involvement. Possible sources of data are suggested. Part 2 contains a needs assessment instrument consisting of separate survey questionnaires for administrators, community members, school staff, and students, designed to elicit perceptions of school needs in multicultural education. Instructions and tools for data analysis are provided to help the survey administrator in (1) classifying questions and responses under the areas of curriculum, governance, parent/community involvement, personnel, facilities funding, or student service; and (2) using the responses to identify specific need areas and the persons, policies, and procedures involved. Part 2 also contrasts federal guidelines for bilingual education with guidelines for transitional bilingual programs formulated by the State of Washington. (Author/MJL)

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EVALUATING THE SCHOOL FOR MULTICULTURAL EDUCATION

A HANDBOOK

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Part II: A Needs Assessment Instrument for Multicultural Education

INTRODUCTION

Multicultural education needs assessment can most simply be defined as a procedure which enumerates and describes the needs of people living in a given community. Various methodologies, which have been used to assess needs include the key informant approach, the community forum approach, analysis of existing client records, social indicator analysis and field surveys of communities or clients.

This guide is designed to assist school districts in their efforts to assess local conditions and needs in the area of multicultural education.

A school district should establish clearly-defined goals and objectives and allocate personnel and time resources for the comprehensive district-wide needs assessment.

The checklist approach is offered as a tool for school district personnel to become more aware of "gaps" within the system as they relate to civil rights and equal educational opportunity legislation.

Recognizing that designing an appropriate needs assessment instrument is an on-going task, readers are urged to adapt this instrument for specific local reaction.

The Office for Equity Education acknowledges the assistance of Agnes Engle and her staff in preparing the manuscript.

Warren H. Burton

EVALUATING THE SCHOOL FOR MULTICULTURAL EDUCATION

A HANDBOOK

PART I .... AN EVALUATION CHECKLIST

A presentation to assist you in evaluating the school and its relationship to all people living in a given community or neighborhood, the school's general philosophy and objectives, the school's educational program, and the involvement of parents in school operations.

AN EVALUATION CHECKLIST

The primary function of any school is to help prepare its students for life in a society made up of many different cultural, racial, and ethnic groups. In this respect, the school plays an important role in shaping the culture, values, and outlook of its students by presenting favorably or unfavorably certain ideas, lifestyles, and customs. The content of many courses and the persons portrayed in them indicate to students models and ideals to which they should aspire. What this means is that no school can be neutral or impartial. It must necessarily reflect value judgments that significantly affect a student's perception of himself or herself, and of society in general.

This evaluation checklist is based on this idea. It has been prepared to help you in evaluating a particular school. Each of the sections in the checklist is designed to focus up on specific issues by directing you to suggested key questions that should be asked when evaluating a school.

This checklist can never be complete because of the complexity of the issues involved and the fact that no two schools are alike. Although every effort has been made to make this list of questions as comprehensive as possible, there may be instances where you will have to add to it in order to make it more relevant to your needs.

GENERAL INSTRUCTIONS

Members of the committee involved in this evaluation effort should first consider the section on "Evaluating Schools: Basic Assumptions" which provides the basis or point of reference for this kind of undertaking. Second, the committee should carefully review the evaluation process model presented. The value of this model is that it indicates the steps that the committee needs to consider in developing an evaluation strategy.

Third, the committee as a whole should read the entire handbook before undertaking the evaluation. This will provide members of the committee with a broader outlook on the kinds of issues to consider in evaluating schools.

Modification can be made in the checklist and evaluation items if such changes will make them more consistent with the characteristics of the school and its community.

The major points of this evaluation are: (1) the school and it relationship to all people living in a certain community or neighborhood; (2) the school's general philosophy and objectives; (3) the school's educational program; and (4) the involvement of parents in school operations. Therefore, section I of this checklist, "Basic Commitments," and section II, "The School and Its Community," should be kept in mind throughout the evaluation process.

The evaluation committee should ask three basic questions: "How well does this school perform with respect to a particular program or operation?"

"How does it perform in comparison to programs and operations in other schools?" "Is the school responsive to the needs of its students and their parents?"

The committee should realize that it is attempting to appraise the total school environment. Generally speaking, this involves the evaluation of goals, curriculums, attitudes, parental involvement, etc., and their impact on the student, the parent, and the community at large. Therefore, it is crucial that members of the evaluation committee undertake this effort in a serious manner. They should observe, visit, and inquire for the purpose of getting as complete a view of the work of the school as possible.

GUIDELINES FOR DETERMINING ETHNIC AND RACIAL GROUPINGS

Wherever ethnic and racial data are required, it is suggested that you seek the information either from school records or through visual means. For the purpose of this checklist, you can use the following classifications:

1. Hispanic: Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or Spanish-speaking origin.

   This group is often referred to as Mexican American, Chicano, or Spanish American; local usage varies greatly. For the purpose of this checklist, the terms "Mexican American" and "Spanish-surnamed American" are use interchangeable. (The term Mexican American refers to persons whose parents or ancestors immigrated to the United States from Mexico. The term Chicano is used interchangeably with the term Mexican American. In recent years, Chicano has gained greatest acceptance among younger Mexican Americans. The term Hispanic is used to refer to all persons of Spanish surname in the United States, except when such persons are referred to specifically by national origin; i.e., Mexican American, Puerto Rican, Cubamn, and others).
2. Black: Persons considered in school or community to be of Negroid or black African origin.
3. Native American: Persons considered in school or community to be American Indians or of a particular Indian tribe.
4. Asian American: Persons considered in school or community to be of Asian origin.
5. Anglo: White persons not usually considered in school or community to be members of any of the above ethnic or racial categories. This term is widely used throughout the Southwest.

WORKING DEFINITIONS OF RACIAL, ETHINC, AND CULTURAL GROUPS

"Racial minority groups" as used here refer to those population groups who characterize themselves as black, Asian Americans, Native American, and Hispanic.

"Ethinic groups" consist of people having a common national origin and who clearly and specfically define or identify themselves with that group.

"Cultural groups" consist of clearly identified population groups in which race and/or ethnicity may not be a major factor. Appalachian whites would be an example here.

EVALUATION PROCEDURES

The checklist is designed to provide you with a comprehensive instrument for evaluating the target school. It is important that the committee touch upon all phases of the school's operation, no matter how seemingly remote from the task at hand. An intensive study of the community and the school's enrollment area should be made to provide a framework of expectations. The extension of the school into the community and of the community into the school should be considered.

Students, parents, and community or neighborhood representatives should be involved directly in the evaluation process. The use of subcommittees is necessary in order to cover all aspects of the school. Each of the subcommittees will be responsible for one of the general areas in the checklist.

Remember that the evaluation has a twofold objective: (1) evaluate what is presently happening in the school; and, (2) stimulate improvement in those areas found to be deficient. Careful judgment is absolutely essential if these objectives are to be carried out.

INFORMATION RESOURCES

You can draw on, basically, four kinds of general information sources: public agencies, the census, private sources, and survey results. A brief description of each follows:

Public Agencies
Information collected by Federal, State, and local agencies usually has the advantage of being detailed and frequently updated. These agencies are good sources of information in the areas of education, population hcaracteristics, economic conditions, and public service systems. They also can provide information in areas relating to employment, health, and housing.

The Census
Census information is very useful for describing conditions in a particular neighborhood or larger geographical area. However, it is usually collected only every 10 years. Information in the various census reports can be used for identifying long-term changes in a community. This information is valuable for small geographical areas such as census and block tracts and zip code areas. Additionally, the Bureau of the Census does surveys of business, government, housing, manufacturers, and industries on a periodic basis. These, along with several less comprehensive population studies (such as the Current Population Survey) can provide you with valuable information to describe conditions in your community.

Private Sources

A number of private sources can help you in collecting and analyzing data, interpreting census data, and conducting surveys of the community. These private sources include consultants, community organizations, and local colleges and universities.

Surveys

In the absence of information reflecting community and school conditions, special surveys can sometimes be used to fill the need for specific kinds of data. Surveys can be particularly valuable for collecting information about specific neighborhoods and specific groups of people. These surveys may be designed by the evaluation committee or by consultants. Carrying out a survey, however, usually requires considerable staff and some technical expertise. As a result, the cost may be high.

GENERAL INFORMATION RESOURCES

The following briefly outlines the kinds of information and resources you can use in evaluating schools. The next section outlines specific information sources by categories.

Population Characteristics: This information would include, but not be limited to, the following:

1. Population distribution.
2. Fertility rate.
3. School enrollment by age, sex, and race.
4. Educational attainment by race and sex.
5. Labor force characteristics by race and sex.
6. Occupation of employed persons by race and sex.
7. Mobility, community, and veteran status by race.
8. Education, fertility, and family composition by race.
9. Income characteristics.
10. Poverty status of families and persons by race.

The primary sources of data about population characteristics are:

1. U.S. Bureau of the Census, population census reports.

   Volume I--Characteristics of the Population
   - Series PC(1)--A--Number of Inhabitants
   - Series PC(1)--B--General Population Characteristics
   - Series PC(1)--C--General Social and Economic Characteristics
   - Series PC(1)--D--Detailed Characteristics

   Volume II--Subject Reports

   Each report in this series concentrates on a particular subject such as national origin and race, fertility, families, marital status, migration, education, unemployment, occupation, industry, and income. These reports are designated as Series PC(2).
2. County reports developed by business research bureaus in the major State universities.

3. Annual school census prepared by the State department of education.
4. Periodic population analysis by local units of governments as part of their planning programs.

Economic Activity: Information about the nature, distribution, and extent of economic activity in a particular community would include the following:

1. Employment and unemployment by race and sex.
2. Employment by industry group.
3. Retail and wholesale trade in the community.
4. Income and earnings by race.
5. Poverty conditions.

The primary sources of information about economic characteristics are:

1. Data developed by the U.S. Department of Commerce and included in the: Enumerations of Manufacturing, Business, Transportation, Agriculture, and Government. These reports are prepared by the U.S. Bureau of the Census.

2. State employment commission. Every State has an employment agency or commission. These agencies can provide information on employment, occupational needs, and earnings for a city, county, or statewide.

3. Other data sources include local colleges and universities, chambers of commerce, and local governmental agencies.

Health Characteristics: This information would include, but not be limited to, the following:

1. The number of health facilities in a particular area.
2. Morbidity and mortality by age, race, and sex.
3. Retail and wholesale trade in the community.
4. Income and earnings by race.
5. Poverty conditions.

The primary sources of data about health characteristics are:

1. U.S. Department of Health, Education, and Welfare, Public Health Service.
2. State department of health.
3. State department of public welfare.
4. Local county health department.
5. Other data sources include local colleges and universities, hospitals, medical schools, and local governmental agencies.

Housing Characteristics: This information would include, but not be limited to, the following:

1. Conditions of housing units.
2. Number of rooms in a housing unit.
3. Year housing units constructed.

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4. Occupancy and plumbing characteristics.
5. Utilization characteristics of housing units by race.
6. Structural, plumbing equipment, and financial characteristics of housing units by race.
7. Degree of overcrowding.

The primary sources of information regarding housing characteristics are:

1. U.S. Bureau of the Census. Housing Census Reports.

   Volume 1--Housing Characteristics for States, Cities, and Counties.
   Series HC(1)--A--General Housing Characteristics
   Series HC(1)--B--Detailed Housing Characteristics
   Volume II--Metropolitan Housing Characteristics
   Volume III--block Statistics
   Volume IV--Components of Inventory Change
   Volume V--Residential Finance
   Volume VI--Estimates of Substandard Housing
   Volume VII--Subject Reports
2. U.S. Department of Housing and Urban Development (HUD), Federal Housing Administration. This department can provide metropolitan housing market analysis, data on FHS-insured mortgages, and preriodic occupancy surveys.
3. County assessor offices can usually provide information on residential property values and limited information regarding residential property characteristics.
4. Local planning and urban renewal agencies can also provide information on housing conditions, supply, neighborhood patterns, public works, streets and sidewalks, and community facilities.

Educational Characteristics: This information would include, but not be limited to, the following:

1. Student family information by age, race, and sex.
2. Personnel information by race, qualifications, and salaries.
3. Student enrollment by age, race, and sex.
4. Student performance records, grades, and text scores.
5. School facilities.
6. College entry test participation.
7. School attendance by grade, race, and sex.
8. High school graduates by age, race, and sex.
9. Number of students with college plans.
10. Bilingual education enrollment.
11. Expenditure of special funds (Federal).

The primary sources of information about educational characteristics are:

1. Local school district.
2. State education agency.
3. Teacher associations.
4. U.S. Bureau of the Census population census reports.

5. U.S. Department of Health, Education, and Welfare, Office for Civil Rights.
6. Other data sources include local colleges and universities, local governmental agencies, and special interest research organizations.

SPECIFIC INFORMATION SOURCES

Those public and private agencies that should prove to be valuable sources of information appropriate for evaluating schools are listed on the pages that follow. Some of the information available from these agencies appears below most agency names.

Economic Base

Chamber of commerce
Banks
State employment commission
State industrial commission
- County bank deposits
- New manufacturing and expansion
- Retail sales
- Wholesale trade
- Value added by manufacturing
- Effective buying income

Local planning agency
Council of governments
Local colleges and universities

Education

Local school District
- Student family information
- Student performance records
- Personnel information
- School facilities
- College entry test participation

State education agency
- School attendance by grade and race
- New pupils entering school
- High school graduates by age and race
- Participation in national school lunch program
- Bilingual education information
- School plant data
- Language characteristics of student body
- Performance records
- Droupout and withdrawal rates
- Number of noncertified personnel
- Professional personnel qualifications
- Vocational education, by type of participation
- ESEA program participation
- Revenues by sources, amounts

- Expenditures by type and amount
- Bonded debt
- Expenditure of special funds

U.S. Department of Education, Office for Civil Rights.

Employment

Chamber of commerce
State employment commission
U.S. Equal Employment Opportunity Commission
- Minority employment
- Employment discrimination

Bureau of Labor Statistics, U.S. Department of Labor
- Monthly employment and earnings
- Monthly labor turnover rate
- Occupational earnings

Health

Local health department
- Vital statistics
- Incidence of communicable diseases

Publicly-supported hospitals
- Caseloads by diagnosis
- Community health surveys

Mental health department
State department of health
- Vital statistics by community

State department of welfare
- Amount of governmental health assistance

Area council of governments
- Hospital construction, expenditures
- Health training
- Number of facilities by type, number of employees
- Persons serviced by hospitals
- Number of medical personnel

Housing

City department (planning, building, inspector, code enforcement, and urban renewal)
Housing conditions by census tract and census block
Building code violations
Value of improvements
Number of dwelling units
Dwelling unit area
Vacant housing
Commercial structures
Rental housing
Occupancy characteristics

Housing agencies--urban renewal and public housing, county tax assessor
Area council of governments
U.S. Department of Housing and Urban Development

Community and Neighborhood Characteristics

City planning department
- Land use
- Zoning
- Land value
- Building codes
- Improvement values
- Population characteristics
- Park space, location
- City maps

City police department
- Crime rates, by type crime
- Criminal activity by location
- Accidents, by type and location

City fire department
- Fires, by type, location, and size of loss
- Claims for insurance
- Inspection results

City finance department
- Tax revenues
- Expenditures
- Audits
- Operating budget
- Bonds outstanding
- Tax collections
- Size of the tax base
- Water, sewer, utility fee collections
- Capital improvements budget
- Value of capital assets
- Ratio, Federal-city operating funds
- Revenue sharing
- Capital expenditures

County Clerk
- Registrar of voters
- Percent registered voters

City Streets Department
- Street conditions
- Sidewalk conditions

City Transit Authority
- Public transportation by type, miles, frequency, location of routes, cost and use of such transportation

Remember, to deal with the school and to carry through the evaluation process, you must first gather your information, plan your strategy, gather together your resources, and strive to eliminate, or at least modify, the problems you find.

Choosing the appropriate information is extremely important and will require some forethought and effort. It is very important that you establish those areas you want to get information on. Obviously, some forms of information are more appropriate than others. Also, the

geographical base on which data are collected or the units in which the data are collected will vary. Careful planning of the data collection effort will minimize any problems you may have with different units.

A word of caution is necessary with regard to collecting data or information. It is extremely easy to get bogged down in collecting and analyzing information. Thus, you must not spend all your time collecting data. Establish categories for data collection purposes and then develop a plan to gather it.

SUMMARY

The question included in the checklist are designed to guide you in evaluating the school. If the questions do not permit accurate descriptions, they should be changed or dropped. Furthermore, if the checklist does not deal with certain phases of the school program that the members of the evaluation committee think are important, they should add or incorporate these features in the appropriate places.

For the purpose of evaluation, the checklist itself has been divided into six sections. These are:

I. Basic Commitments
II. The School and Its Community
III. The School and Its Characteristics
IV. The School and Its Educational Program
V. The Involvement of Parents in School Affairs
VI. The Evaluation Summary

Each section incorporates a general overview explaining what should be looked for in seeking information on a particular area of concern. Also, in each section are key questions. These questions are designed to help you focus on a specific issue or problem. Remember, these questions can be modified, dropped, or substituted as the need arises.

CHECKLIST

I. BASIC COMMITMENTS

Overview

Every school should have a carefully formulated statement outlining its philosophy, objectives, and educational commitments. A school without such a statement would be as lost as an organization or society without rules and bylaws. The philosophy and objectives of the school and the characteristics and needs of the students together provide the foundation for the school's educational program. The basic commitments made by the school in terms of its philosophy express, in large part, the staff's convictions on such essential points as the scope of the school's responsibility for the education of youth, the nature of the educational process, the content and methods of instruction, types of student activities, and desired outcomes. Simply stated, this philosophy gives direction to the objectives and affects every policy and every activity of the school.

Each school should be free to develop its own educational philosophy. In evaluating the basic commitments, every effort should be made to determine whether the school is indeed meeting its commitments. Hence, a copy of the school's general philosophy and objectives should be carefully reviewed by the evaluation committee. 3 Key Questions

1. Does the school have a statement outlining its philosophy and objectives?
2. If the school does not have such a statement, what reason is given?
3. If the school does have a statement, who formulated it?
4. How did the staff participate in discussion and development of the statement?
5. Did the school seek to involve parents in the formulation of its philosophy and objectives?
6. Over what period of time has the staff been working on the discussion and statement of this philosophy?
7. Does the school use the statement as a means for gauging the success of its educational program?
8. What sources or materials were used in developing the statement of philosophy and objectives?
9. To what extent have specific educational objectives have been developed to give direction to the school's educational program?
10. To what extent has the school made specific educational commitments?
11. To what extent has the school made specific educational committments?
12. To what extent has the school attempted to reach out into the community in developing its philosophy and objectives?

II. THE SCHOOL AND ITS COMMUNITY

Overview

The school exists mainly to meet the needs of youth living in a particular community or neighborhood. However, the types of people, their vocations and interests, their abilities, their racial and ethnic patterns, their hopes and dreams differ from one community to another. With respect to the evaluation, it is important that the distinctive characteristics and needs of the school community be known. In essence, both are interrelated. Therefore, the school should adapt its basic commitments and philosophy to the needs of its own community and to the larger community of which it is a part.

Descriptive Information on the Community

1. What is the total number of persons living in the school district?
2. What is the racial and ethnic composition of the district population?
   a. Total population of district?
   b. Number of Mexican Americans living in the district?
   c. Number of blacks living in the district?
   d. Number of Anglos living in the district?
   e. Number of Asian Americans living in the district?
   f. Number of American Indians living in the district?

3. What is the income distribution of the district's population by race and ethnic group?
4. What is the median income of the district's population? What is the median income of the total city? The State?
5. What is the general character of employment and unemployment of adults in this community? (Note: Census reports and data from the local employment office should provide you with the necessary data to complete this question.)
6. What is the extent of the formal education of parents and other adults in the community? (Note: Recent census reports will provide you with the necessary information to complete this question.)
7. What is the general layout of the community, its housing patterns, the neighborhood facilities? (Note: Recent census reports will provide you with the necessary information to complete this question.)
8. What organizations or community resources (other than schools) have a role in providing educational experiences for young people? (Note: This listing could include libraries, museums, colleges, and universities, youth centers, and organizations such as the Boy Scouts and Girl Scouts, churches.)
9. Briefly describe the following:
    a. What are the population trends within the community?
    b. Are people moving in or out of the neighborhood? Why?
    c. What are the various cultural, racial, and ethnic organizations within the community?
    d. What kind of political structure serves the community?
        (1) What type of city government do you have?
        (2) Are the major cultural or racial or ethnic groups in the community represented in the city government and on the school board?
        (3) Do minority groups have any influence on the various political decisionmaking bodies in the community such as the city council and the school board?
    e. How many families on welfare are living in the community?

Key Questions

1. Do the school and the community engage in frequent communication with each other?
2. Do the school and the community mutually participate as contributing decisionmakers in developing educational policy?
3. Does the school seek help from all citizens and from organizations and other resources available in the community?
4. Does the school and community mutually share a concern for the correction of those conditions that deny equal opportunity to any student?
5. Is the community as a whole supportive of the educational efforts of the school?
6. How much cooperation and working together is there between the school and the parents?
7. To what extent does the community understand what the school is trying to do?
8. Does the community have a good feeling toward the school?
9. Does the community have a history of racial and cultural tension?
10. To what extent do minority groups participate in school affairs?

11. To what extent do minorities have any influence on the school board and other educational decisionmaking bodies?
12. To what degree does the school's basic commitment reflect the needs and social and economic characteristics of its students and the total community it serves?

III. THE SCHOOL AND ITS CHARACTERISTICS

Overview

The school is society's major means for transferring knowledge, ideas, and values to its youth. However, like communities, schools differ considerably from one another. How schools are governed and organized, how they are staffed, the kinds of educational programs they provide, their goals and objectives, and their student composition vary from one extreme to the other. Yet, while there is a wide difference between schools, there are some things in common as well. It is important to remember that the philosophy, objectives, and educational commitments of all schools are dependent, in large measure, on the people who use and support them. Therefore, it is essential that you know and understand who is running the school you are evaluating and how it is governed and organized. This is the task of this section.

Descriptive Information on the Operation and Management of the School

1. The School District

a. What is the overall organization of the school district? (Secure a chart describing the organization of the district and describe each component as to staffing and functions.)
b. What is the ethnic and racial and sex composition of the professional staff at the district level?
c. What are the five highest positions held by minorities and by women at the district office level?
d. What efforts are made in recruiting minorities and women for jobs at the district office level?
e. Does the present composition of the school district staff reflect the racial, ethnic, social, and economic makeup of the total community?
f. District policies and procedures:
   (1) Does the district have a written policy concerning educational goals, objectives, and/or priorities?
   (2) Does the district have a written policy concerning equal employment opportunities for minorities and women, affirmative action, and equal educational opportunity?
   (3) Does the district have a written policy concerning the rights of students and parents?
   (4) What policies relative to equal educational opportunities for all students enrolled in the district have been adopted by the district?
   (5) What policies relative to students' and parents' rights have been adopted by the district?

(6) What grievance procedures are in effect at the district level to handle complaints from staff, parents, and students alleging discrimination or infringement of their civil rights?

g. What is the district's position on the following:
   (1) Student rights.
   (2) Parents' rights to obtain information.
   (3) Corporal punishment.
   (4) Access to records.
   (5) Ability grouping.
   (6) Bilingual education.
   (7) Compensatory education.
   (8) Equal education opportunity.

h. What efforts are being made by the school district to encourage the involvement of parents in school programs?

i. Does the district have a community relations program. If so, what is its impact on the community, especially the minority community?

2. The School Board

At the local level, the school board serves as the major body for developing educational policies. Composed of private citizens from all walks of life, the board has a tremendous effect on local school operations. This section seeks to provide information on this aspect of the school's operation.

a. How many members are on the school board?

b. What is the length of their term?

c. How are school board members selected?

d. What are the official qualifications for board members? The unofficial requirements?

e. What is the composition of the present board in relation to:
   (1) Racial-ethnic balance?
   (2) Sex?
   (3) Level of education?
   (4) Professions and occupations?

f. Does the present composition of the school board reflect the racial-ethnic, social, and economic makeup of the total community?

g. School board policies and procedures:
   (1) Does the school board have a written policy concerning educational goals, objectives, and priorities?
   (2) Does the school board have a policy concerning equal employment opportunities for minorities and women, affirmative action, and equal educational opportunity?
   (3) What policies relative to equal educational opportunities for all students have been adopted by the school board?
   (4) What policies relative to student and parent rights with respect to the school have been adopted by the board?

h. What is the school board's position on the following:
   (1) Student rights.
   (2) The right of parents to obtain information from school records.
   (3) Corporal punishment.
   (4) Access to school records.
   (5) Ability grouping.

(6) Bilingual education.
(7) Compensatory education.
(8) Equal educational opportunity.

i. What efforts are being made by the school board to encourage the involvement of parents in school programs?
j. What is the degree of parental involvement in school board meetings?
k. Are members of the school board responsible to the needs of the total community, the parents, and the students?

3. The School

As indicated earlier, the school is society's major means for transferring knowledge, ideas, and values to its youth. How your school is accomplishing this task is one important aspect of this evaluation. Another important element is the degree of responsiveness it exercises toward its students, their parents,and the total community. This section seeks to provide information on this aspect.

a. What is the total number of students attending the school?
b. What is the racial-ethnic composition of the student population at the school?
   (1) Total student population?
   (2) Number of Mexican American students attending the school?
   (3) Number of black students attending the school?
   (4) Number of Anglo students attending the school?
   (5) Number of Asian Americans attending the school?
   (6) Number of American Indians attending the school?
c. What is the average daily attendance for this school?
d. What is the enrollment area for the school?
e. What are the policies for assigning students to this school?
f. What percentage of all the students in this school come from families with a total annual income of: (estimate)
   (1) Below $3,000
   (2) Over $10,000
g. What is the dropout-withdrawal rate among students in this school?
h. What is the dropout-withdrawal rate among:
   (1) Mexican American students?
   (2) Black students?
   (3) Anglo students?
   (4) Asian American students?
   (5) American Indian students?
i. What provisions does the school make for gathering this information regularly?
j. What factors within the school or community contribute to the high dropout-withdrawal rate among minority children?
k. What is being done to improve the situation relative to withrawals and dropouts?
l. For each ethnic group, what are the most common reasons for suspensions and expulsions?
m. What factors within the school or community could be the cause for any excessive rate of suspensions among students?
n. What is the total number of staff persons employed by the school?
o. What is the racial, ethnic, and sex composition of the staff?

p. How many people are employed part time in this school.
q. What is the principal'a annual salary?
r. For how many years has the present principal been principal of this school?
s. What number of the full-time professional instructional staff (teachers) in this school earn the following salaries? (Do not include extra pay assignments.)
   (1) Less than $4,000 for school year.
   (2) $4,000 to $5,999 for school year.
   (3) $6,000 to $7,999 for school year.
   (4) $8,000 to $9,999 for school year.
   (5) $10,000 to $11,999 for school year.
   (6) $12,000 and above for school year.
t. What are the five highest positions held by minorities and by women at the school?
u. What efforts are made in recruiting minorities and women for jobs at the school?
v. Does the present composition of the school staff reflect the racial-ethnic, social, and economic makeup of the total community?
w. School policies and procedures:
   (1) Does the school have a written policy concerning equal employment opportunities for minorities and women and an affirmative action plan?
   (2) Does the school have a written policy concerning the rights of students and parents?
   (3) What grievance procedures are in effect at the school level to handle complaints from staff, parents, or students alleging discrimination or infringement of their civil rights?
   (4) What procedures are followed in student disciplinary and expulsion hearings at the school?
x. Describe the principal's position on the following?
   (1) Student rights.
   (2) The right of parents to obtain information.
   (3) Corporal punishment.
   (4) Parents' access to records.
   (5) Ability grouping.
   (6) Bilingual education.
   (7) Compensatory education.
   (8) Equal educational opportunity.
y. What efforts are being made by the school administration to encourage the involvement of parents in school programs?
z. Does the school have a community relations program? If so, what is its impact on the community, especially the minority community?

Key Questions

1. The School District

a. Is the school district administration providing active and progressive leadership toward equal educational opportunity and multicultural education?

b. Are school officials at the district level meeting with and involving representatives of local organizations and community groups intersted in education?
c. Are school officials at the district level making positive efforts to balance the teachers employed by race, ethnic origin, and sex?
d. Does the school district provide inservice human relations training for its staff?
e. Does the school district have any procedures or guidelines regarding the release of information on school operations, disciplinary hearings, or reports on students to parents?
f. Does the school district have any provisions regarding the involvement of parents in the development of district policies?
g. Are school officials doing the necessary program planning to provide each student with a maximum educational opportunity.

2. The School Board

a. Does the school board provide active and progressive leadership toward equal educational opportunity and multicultural education?
b. Are positive steps taken by the school board to keep the community informed of major board decisions, plans, and progress?
c. Does the school board recognize the need to establish a clear policy on student rights and the rights of parents to seek information from the schools in the district?
d. Has the local school board taken positive steps to encourage the involvement of parents, especially minority parents, in local school operations?
e. Does the local school board attempt to hear all sides of an issue at its meetings?
f. Is the local school board responsive to the needs of the total community?
g. Are board meetings run in a democratic way? With clearly defined procedures and rules?

3. The School

a. Are school officials providing active and progressive leadership toward equal educational opportunity and multicultural education?
b. Are school officials meeting with an involving local parent groups and other local civic organizations interested in education?
c. Are positive efforts being made by the school to keep parents and students informed of major school decisions and plans?
d. Does the school provide any inservice, human relations training for its staff?
e. does the school have any procedures or guidelines regarding the release of information on school operations, disciplinary hearings, or reports on students to parents?
f. Does the school attempt to involve parents in the development of school rules and policies?
g. Are efforts being made by the school to take full advantage of all available technical assistance from local, State, and national resources?
h. Has the school experienced any racial-cultural tension during the last 12 months?

i. Are school officials and teachers able to identify problems that block or hinder open and honest communications between themselves, students, and parents?
j. Have school officials and teachers taken the lead in eliminating prejudices, stereotypes, and misunderstandings among students?

Related Questions—The School District

a. To what extent has the superintendent provided the necessary leadership to start new educational programs?
b. To what extent does the superintendent make professional staff appointments that reflect the racial-ethnic, social, and economic composition of the district?
c. To what extent does the superintendent endorse equal educational opportunity?
d. To what extent does the superintendent promote equal educational opportunity?
e. To what extent does the superintendent work with local parent groups and civic organizations in developing school policies and programs?
f. To what extent has the superintendent supported inservice, human relations training programs for school staff?
g. How successfully has the school district involved parents in school policy and program development?
h. To what extent does the school district support student rights?
i. To what extent does the school district support the idea of keeping the community informed of major policy decisions, plans, and progress?

Related Questions—School Board

a. To what extent is the school board committed to equal educational opportunity?
b. To what degree has the school board kept the community aware of major board decisions, plans, and progress?
c. How effective has the school board been in providing the necessary leadership to start new programs such as bilingual-bicultural education?
d. To what extent has the school board responded to the needs of students and parents in the district?
e. To what extent do parents become involved in school board meetings?
f. How effective are school board meetings in discussing policies, programs, and issues?
g. How extensive is the interaction between board members and the audience?
h. To what extent is the general community involved in the school board meetings?
i. To what extent does the school board influence the superintendent of the district?

Related Questions—The School

a. To what extent have school officials, especially the principal, provided active and progressive leadership toward equal educational opportunity?
b. To what extent does the local school administration meet with an involve parent groups and other local organizations in school planning?
c. To what extent is the school keeping the students and parents informed of major school decisions and plans?
d. To what degree are school officials able to identify problems that may block or hinder communications between themselves, students, and parents.
e. To what extent is there racial tension in the school?
f. To what extent has the school been able to reinforce intergroup relations among students?
g. To what extent do parents in the community understand what the school is trying to do?
h. To what extent are school officials sympathetic to community needs?
i. To what extent does the principal seek to have community people contribute their ideas about how the schools can be improved?
j. To what extent are the principal and other school officials willing to talk with parents on important issues?
k. To what extent is the school staff receptive to minority teachers?
l. To what degree do teachers in the school recognize the need for equal educational opportunity?
m. To what extent do teachers search for ways to open up communications between different racial-ethnic and cultural groups with the school?
n. To what extent have teachers and administrators in the school participated in workshops, seminars, institutions, etc., in human relations?
o. To what extent is the principal accessible to parents?
p. To what extent is the principal accessbile to minority parents and students wishing to discuss racial, ethnic, and school issues?
q. To what extent does the principal deal directly and openly with minority groups in the community?
r. To what extent do students become involved in the development of school programs?
s. To what extent do minority students become involved in the development of school programs?
t. To what degree is the school meeting the needs of the entire community?
u. To what degree is the school meeting the needs of the minority community?

IV. THE SCHOOL AND ITS EDUCATIONAL PROGRAM

Overview

The curriculum provides the basis for the school's educational program. To a large extent, it is centered around the specific subjects and courses that a student takes and the testbooks used in the teaching of those subjects and courses. But curriculum also extends to the procedures and

rules established by the school for the purpose of effecting educational change in the behavior and development of the students. In this sense, the school's basic commitments, organization, special programs, physical facilities, extracurricular activities, counseling, and health services all play an important part in providing students with intellectual and social skills. This section examines the school's educational program and its learning environment and provides information on these aspects.

Descriptive Information on the School's Program of Studies

1. Organization

The program of studies consists of the courses of instruction available to students within a particular school. This program functions through teaching materials and learning activities. It provides for the common as well as individual, educational needs of students. This section seeks to provide information on this aspect of the school's operation.

a. What subjects are offered to students in this school?
b. Does the program of studies provide for both the total student body and individual needs of the students?
c. Does the program of studies provide courses for slow learners?
d. Does the program of studies incorporate bilingual-bicultural classes?
e. Does the program of studies include the historic, cultural, and intellectual contributions of American Indians, blacks, Asian Americans, Spanish-speaking people, etc.?
f. Are special course provided in ethnic studies? If so, describe the courses.
g. Are all courses readily available to students from all racial and ethnic groups?
h. Is the program of studies reviewed periodically to identify needed changes? If so, who reviews the program?

Key Questions

a. Does the program of studies emphasize the strengthening and maintenance of basic skills?
b. Are staff members aware of their responsibilites for maintaining and stregthening the basic skills?
c. Are opportunities provided to students for acquiring a knowledge of various racial, ethnic, and cultural viewpoints?
d. Are opportunities provided to students to interact with various racial, ethnic, and cultural groups within the program?
e. Are community resources used to enrich the instructional program?
f. Are parents used to enrich the instructional program by participating in school activities?
g. Is the present program of study designed to meet the needs of all students or only some of the students?
h. Does the program of study tend to exclude certain groups of students?
i. Are the particular needs of minority and economically disadvantaged students taken into account in developing the program of studies?
j. Is the quality of instruction adequate throughout the school?
k. Is the school attempting to identify problems in the program of studies and seeking their solution?

Related Questions—Program of Studies

a. In what respect is the program of studies most satisfactory and commendable?
b. In what respect is there greatest need for improving the program of studies?
c. In what respect is the program of studies directed toward the various racial, ethnic, and cultural groups in the school?
d. What studies of the educational program have been made in this school within the last 2 years?

2. Curriculum

In general, sound curriculum planning and development is based upon information about three basic elements: the student, his or her immediate community, and the needs of society in general. This information is vital if the curriculum is to help make education a means of preparing children to enter the world outside as productive and concerned citizens. This section seeks to provide information on the school's curriculum and its responsiveness to the needs of all students.

Key Questions—Curriculum

a. Who is responsible for developing the curriculum at the school?
b. Do curriculum devleopment procedures include an analysis of student and community needs?
c. Do all staff members have an opportunity to contribute to curriculum development?
d. Is there any parental involvement in curriculum development?
e. Is there any student involvement in curriculum development?
f. Does the school use professional consultants in developing its curriculum?
g. In developing the curriculum, does the school:
   (1) Conduct the follow-up studies of students in other schools?
   (2) Analyze the reasons for student failures?
   (3) Study curricular materials used in other schools?
   (4) Study reports dealing with curriculum research?
   (5) Maintain continous evaluation of the educational program?
   (6) Conduct studies of the local community?
   (7) Experiment with new materials and procedures?
h. Does the curriculum take into consideration the needs of minority students? If so, explain in what ways the curriculum supports multiethnic and multicultural education.
i. What efforts have been made within the last 2 years to make the curriculum more meaningful to the needs and requirements of Mexican American, black, American Indian, and Asian American students?
j. To what extent does the school's formal curriculum promote ethnic studies and mutlicultural education?
k. To what extent are minority groups involved in the development of the school's curriculum?
l. Does the school's curriculum provide genuine options for minority and economically disadvantaged students who will enter the work force upon graduation from high school?
m. Is the school developing programs and teaching materials specifically for ethnic studies?

n. Does the school library have a good collection of multicultural and multiracial materials?
o. Are textbooks carefully selected for their equitable treatment of nonwhite and ethnic minority groups, as well as sex stereotyping of ideas?
p. Are curriculum materials judged on their coverage and treatment of various racial, ethnic, and cultural group contributions, as well as on other criteria?
q. Do the various learning materials available to students contribute and support the school's efforts to enhance intergroup relations?

Related Questions—Curriculum

a. In what respect is the curriculum most satisfactory and comfortable?
b. In what respect is the curriculum deficient?
c. In what respect is the curriculum directed towards the various racial, ethnic, and cultural groups in the school?
d. What special studies dealing with the curriculum have been made in this school within the last 2 years?
e. In what respect is there greatest need for improving the curriculum, especially as it relates to the needs of minority and economically disadvantaged students?

3. Bilingual-Bicultural Education

Bilingual-bicultural education has been defined as: instruction in two languages and the use of those two languages and mediums of isntruction for any part or all of the school's curriculum and including study of the history and culture associated with the student's mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures. This section seeks to provide information on the school's emphasis on bilingual-bicultural education.

Key Questions

a. Does the school endorse bilingual-bicultural education? Describe the principal's position on bilingual-bicultural education.
b. Describe the course or subjects offered under bilingual-bicultural education.
c. How many students are enrolled in bilingual-bicultural subjects or courses?
d. How many teachers are assigned to teach bilingual-bicultural subjects and courses?
e. How many of these teachers are bilingual?
f. Is there any attempt to integrate bilingual-bicultural education into the total curriculum?
g. How many clock hours a week is a student required to take a course or subject in a bilingual-bicultural setting?
h. Does the school utilize bilingual-bicultural textbooks in the classroom?
i. Does the school:
   (1) Maintain a good collection of bilingual-bicultural materials in its library?
   (2) Allow easy access to bilingual-bicultural materials to all students?

(3) Carefully select textbooks in relation to its bilingual-bicultural program?
(4) Maintain bilingual-bicultural teaching materials to cover all interest levels of students?
(5) Maintain bilingual-bicultural teaching materials at varying levels of difficulty?

Related Questions—Bilingual-Bicultural Education

a. In what respect is the bilingual-bicultural aspect of the school's educational program most satisfactory and commendable?
b. In what respects is the bilingual-bicultural aspect of the schools educational program deficient?
c. What special studies dealing with bilingual-bicultural education have been aimed in this school within the last 2 years?
d. To what extent has the school and the community as a whole accepted the idea of bilingual-bicultural education?
e. In what respects is there greatest need for improving the bilingual-bicultural program in the school?

4. Language

Oral language is probably the most basic element of any curriculum. This is especially true in the early years of schooling when children must depend almost entirely on their ability to communicate orally. To a large extent, many schools base their curriculum and program of studies on the assumption that the child has oral skills in the English language. However, as many studies have show, this assumption often is false. This section provides information on this aspect of the school's ability to respond to the needs of its students.

Key Questions

a. Does this school discourage Mexican American students from speaking Spanish?
   (1) On the school grounds?
   (2) In the classroom (except Spanish class or Spanish club)?
b. If the answer is yes to the above, in what way does this school discourage the speaking of Spanish?

   (1) Does it require staff to correct those who speak Spanish?
   (2) Does it suggest that staff correct those who speak Spanish?
   (3) Does it encourage other students to correct those who speak Spanish?
   (4) Does it provide student monitors to correct those who speak Spanish?
   (5) Does it discipline persistent speakers of Spanish?
c. Does the school currently have a written policy regarding the use of Spanish?
d. What is the teaching staff's position on the use of Spanish in the classroom or on school property?
e. What is the principal's position on the use of Spanish in the school?

5. Ability Grouping

Ability grouping may take a variety of forms. Two common types are tracking, which is the practices of assigning students to the same ability group for all academic classes, and homeogeneous grouping, by which students may be placed in different ability group classes for different academic subjects. Educators are becoming increasingly aware that tracking and grouping by ability are not the most successful way to prove quality education. First, it has been demonstrated that student testing devices to not always provide an accurate measure of indication of minority students abilities and potentials. Second, test scores can be distorted when tests are adminsitered by an Anglo adult to minority youngsters. Third, this procedure classifies students according to their ability to read English rather than on actual ability.

Key Questions

a. What is the school's policy with respect to grouping or tracking?
b. Does this school group or track students according to ability or achievement in class?
c. If students are grouped or tracked, are they placed in a particular group and attend all classes within this group?
d. If students are not grouped or tracked into a particular group, are they placed into different groups for different subjects depending on their ability in the subject?
e. If ability grouping is practiced in this school, is it a basic part of the educational program?
f. Are students who are placed in lower-ability groups provided with special supportive services and instruction in accordance with individual needs?
g. Are all students regardless of whether they are in lower-ability groups or in accelerated classes receiving instruction according to their needs?
h. Do minority and economically disadvantaged students tend to be placed more frequently into lower-ability groups?
i. Has the school carefully evaluated all its standard testing devices to ensure that they provide a valid indication of student ability and potential?
j. Have precautions been taken by the school to prevent possible distortion of test results especially when tests are given to minority and economically disadvantaged students?
k. Do students tend to become locked into certain ability groupings for the duration of their stay at the school?
l. Have special remedial educational programs been developed and implemented at the school to meet the particular needs of students in lower-ability groups?
m. Has ability grouping resulted in the segregation or isolation of minority and economically disadvantaged students from the total student body?
n. Are there any indications that latent prejudices or stereotyped thinking may unfairly influence the teachers' evaluation of students?

6. Placement of Students in Educable Mentally Retarded Classes

When a school determines that a student is too academically slow to benefit from the regular educational program, it may assign that student to a class for the educable mentally retarded (EMR). The two criteria used most frequently in assigning students to EMR classes are teachers' recommendations and intelligence tests.

However, teachers are seldom trained to diagnose mental retardation and, as noted previously, teachers may be biased against minority and economically disadvantaged students' ability because of their unfamiliarity with the students' language and culture. Thus, teachers may interpret poor academic performance as a lack of intelligence when it may instead be due to the school's failure to provide these students with the necessary skills for academic success. This section seeks to provide information on this issue.

Key Questions

a. What criteria are used to assign students to EMR classes in this school?
b. What precautions are taken by the school to prevent misinterpretation of academic performance and test results in assigning students to EMR classes?
c. What is the number of students assigned to EMR classes, according to racial-ethnic categories?
d. Do minority or economically disadvantaged students tend to be placed more frequently in EMR classes than other students? If yes, what are some of the reasons for this situation?
e. Do students in EMR classes tend to be isolated from the rest of the student body? If yes, what are some of the reasons for this situation?
f. Are the EMR classes integrated into the total educational program of the school? If not, what reasons are given?
g. If the school does not have any program for EMR students, what other district or community resources are called upon to help meet their needs?
h. Are EMR students given special education to upgrade their academic and performance levels? If so, describe the educational program for these students.
i. Are EMR students encouraged to seek the highest levels of education and employment for which they are suited?
j. To what degree are the parents of these students involved in their education?
k. Is the staff assigned to EMR classes integrated racially and ethnically?
l. What are the qualifications of the EMR staff? Are any special qualifications needed? If so, what are these qualifications?

Related Questions—Placement of Students in Educable Mentally Retarded Classes

a. Are EMR students provided special supportive services on an integrated basis in accordance with individual needs?
b. Are teachers making a positive effort to integrate EMR students into all school activities?

c. Are the teaching methods and materials utilized by the school appropriate for EMR students?
d. Are there indications that hidden prejudices or stereotyped thinking may unfairly influence the assignment of students to EMR classes?
e. Are there any speciall-funded programs in the school helping to promote the education of EMR students?
f. If there are specially-funded programs for EMR students, are they becoming integral elements of the school's total program?
g. In what respect is the program for EMR students most satisfactory?
h. In what respect is there greatest need for improving the program of studies for EMR students?
i. To what extent does the current program of studies meet the needs of EMR students?

7. Specially-funded Programs

The school programs that are funded by Federal or State Funds are becoming very important to the operation of the schools. In many instances, these funds are critical to development of new programs designed to help specific population groups or focus on specific problem areas. This section seeks to provide information on this aspect of the school's operation.

Key Questions

a. What special and/or specially-funded programs (Federal programs, foundation grants, projects, etc.) are being used by the school?
b. How is each program funded and what are its specific goals and objectives?
c. How many students are being served by these programs?
d. What criteria are used to place students into these programs?
e. In order to staff these programs, has the school sought outside personnel or utilized existing personnel? What criteria are used in staffing these programs?
f. What efforts are being made to evaluate the impact of these programs by the school?
g. To what extent are these programs an integral part of the school's regular program of studies?
h. To what extent are parents involved in these programs?
i. Does the school utilize parent advisory groups for these programs? If so, do these advisory groups represent the racial-ethnic, social, and economic characteristics of the population they serve?
j. Has the principal provided active and progressive leadership in securing outside (State and Federal) funds to implement special programs at the school?
k. Are positive efforts being made by the school to keep parents and students informed of major programs?
l. Are efforts being made by the school to take full advantage of all technical assistance from local, State, and national sources in developing and implementing special programs?

8. Extracurricular Activities

The school generally provides for two kinds of learning experiences, the regular classroom activities and those referred to as extracurricular or co-curricular. Together, they form an integrated educational experience

aimed at enhancing the learning environment of the student. In this sense, the courses of study are recognized as essential parts of the education process; the extracurricular, on the other hand, are seen as only indirectly related to the educational development of the students.

The student activity program usually attempts to develop deisrable social traits in situtations providing opportunity for individual, small group, and entire school participation. This section, therefore, seeks to provide information on this aspect of the school's overall program of studies.

Key Questions

a. What extracurricular activities are endorsed by the school?
b. Are all students, regardless of race or social and economic status, encouraged by the school and the individual activity sponsors to participate in extracurricular activities in the school? If this is not the case, why?
c. Do the various organizations, clubs, and athletic programs reflect the racial and cultural composition of the student body? If not, why?
d. Are there any clubs or organizations specifically designed for particular racial and ethnic minority groups in the school? If so, what are their purposes?
e. Do athletics and other competitive activities in the school provide for a full range of racial and cultural interaction with ability being the only criterion for team membership or participation? If not, why?
f. What kinds of extracurricular activities in the school are especially designed to promote racial, ethnic, and cultural understanding?
g. What kinds of extracurricular activities in the school have resulted in increasing racial, ethnic, social, or economic isolation?
h. What has been the extent of minority student involvement in student government within the past 2 years?
i. What situation(s), if any, might exist in the school wherein minority students are excluded from participating in the school club, organization, or activity by the attitudes of fellow students or the staff?

Related Questions—Extracurricular Activities

a. What are the best elements or characteristics of the extracurricular program?
b. In what respect is the extracurricular program least adequate or in greatest need of improvement?
c. What improvements are now being made or are definitely planned for the immediate future?
d. To what extent does the school's extracurricular program meet the needs of all its students?

9. Counseling and Guidance Services

The basic purpose of counseling is to serve as a necessary bridge between the demands of the school and society and the needs of the individual

students. Counseling is perhaps one of the most important services the school provides to the student outside the classroom.

Counselors carry out a number of functions vital to the educational, social, and emotional development of students. These services are especially important for students from economically disadvantaged backgrounds. By providing a bridge, counselors can facilitate the success of economically disadvantaged and minority students by reducing their anxieties arising out of the school's response to their different language, culture, or economic status. How well the school's counseling program responds to the needs of disadvantaged and minority students is the subject of this section.

Key Questions

a. What is the present staffing of the counseling section of the school? What is the student-counselor ratio?
b. Is the counseling staff representative of the racial, ethnic, cultural, and sex composition of the student population? If not, why?
c. What is the relationship between the counselors and minority students at the school?
d. What is the relationship between the counselors and the teachers at the school?
e. What specific efforts has the counseling department made to reach minority and economically disadvantaged students?
f. What is the relationship existing between counselors and parents? Is there a degree of cooperation between counselors and parents, especially minority parents?
g. Are community leaders and business and professional persons from minority groups involved in the counseling and guidance program? If not, why is the involvement lacking?
h. Does the counseling staff at the school tend to direct minority and eocnomically disadvantaged students into vocationally-oriented courses rather than academic- and college-oriented courses? If so, what is the reason for this situation?
i. What are the greatest needs in the counseling department in relation to helping minority and economically disadvantaged students?
j. What changes, if any, are being considered in the counseling and guidance services to make them more responsive to the needs of all students and especially minority students?

Related Questions—Counseling and Guidance Services

a. Are counseling and guidance services provided for all students at all levels on an equal basis?
b. Are efforts made to inform minority and economically disadvantaged parents of the function and purposes of the counseling and guidance services?
c. Does the school make a definite effort to involve the parents of minority and economically disadvantaged students in the counseling and guidance program?
d. Do counselors have a sensitivity to the problems and needs of minority students, their cultures, and their communities?

e. Does every school counselor strive to keep informed of the developing needs and aspirations of the community?
f. Do the counselors understand the rationale for desegregation and integration within the context of the school?
g. Are counseling and guidance services provided in languages other thank English when this is necessary?
h. Do counselors openly discuss racial and cultural considerations with students?
i. Does the counseling and guidance staff attempt to help teachers reexamine their views of racial minority and culturally different students?
j. Does the school seek to identify and counsel minority and economically disadvantaged students with high but hitherto unrecognized academic ability?
k. Does the counseling and guidance staff attempt to search out and counsel students who may be potential dropouts?
l. Do the counselors clearly convey in their behavior the idea that all students can achieve academically?
m. Do the counselors make available information on financial aid and special assistance relative to both present and future educational needs to minority and economically disadvantaged students?
n. Do counselors visit the homes of minority and economically disadvantaged students?
o. Do counselors provide special and careful counseling to minority and economically disadvantaged parents to help them select wisely for their children among the educational options available at the school?
p. What is the concept of counseling services held by members of the school's staff?
q. How extensive are the provisions for counseling services?
r. How adequate is the preparation of the counseling staff?
s. How adequate is the experience of the counseling staff?
t. To what extent do teachers indicate interest in and understanding of the counseling services?
u. How well do teachers and counselors cooperate in appropriate phases of the counseling services?
v. How adequate are the provisions for securing the services of specialists such as psychologists, psychiatrists, and social workers?
w. How adequate are the provisions for obtaining information about students?
x. How extensive is the information concerning home and family background of the student?
y. To what degree is this information kept up to date?
z. How extensive is the student's scholastic progress and test information?
aa. How extensive is the information concerning the student's personal and social development?
bb. How well are student records organized, filed, and protected?
cc. To what extent is the student's social and economic background used by the counselor?
dd. How effective is the counseling in reaching the students, especially minority and economically disadvantaged students?

ee. To what degree are the counselors concerned with all phases of student development--physical, mental, emotional, social, moral, and spiritual?
ff. To what extent are parents involved in the counseling process?
gg. To what extent do counselors maintain desirable relationships with students through close association with student interests and school activities?

10. School Facilities

The school plant--consisting of the site, building, equipment, and services--is a major factor in the operation and functioning of the educational program. School facilities are more than a place of instruction. The physical surroundings have an effect on students that either helps or limits the students' achievement.

The school facilities must provide the kind of environment that encourages student learning and enhances the educational needs of youth. This necessitates provision for a variety of classroom, extracurricular, recreational, and community activities. In addition, the school must provide adequate lighting, water, heat and ventilation, and sanitation services, which contribute to the health of its occupants.

Keeping the above in mind, this section will examine and provide data on the school's physical facilities.

Key Questions

a. Secure the following data:
   (1) What is the age of the building(s)?
   (2) What type(s) of construction is used?
   (3) How many acres are there at the school site?
   (4) How many square feet are in the building(s)?
   (5) How may permanent teaching stations are there?
   (6) How many students can the building hold?
   (7) What is the maximum building capacity (without portables)?
   (8) How many temporary classrooms are there?
b. Is the school readily accessible to the students served?
c. Is the school readily accessible to public transportation?
d. What is the general appearance of the school building (poor, good, excellent, standard, substandard)?
e. How satsifactory is the exterior appearance of the building?
f. How satisfactory is the interior appearance of the building?
g. Is the building sufficiently extensive to provide for present educational needs? If not, why?
h. How extensive is the interior appearance of the building?
i. To what extent do the physical qualities of the school grounds promote accident-free use by students, staff, and others?
j. How satisfactory is the facility arranged to permit and encourage community use of facilities?
k. How adequate are the provisions for:
   (1) Illumination?
   (2) Maintaining proper temperatures?
   (3) Water and sanitation?
   (4) Fire protection?

l. How satisfactory is the size of classrooms in relation to the size of class sections?
m. What kinds of equipment are found in the classroom? How adequate is this equipment?
n. How adequate are the size and seating capacity of the auditorium? Is it sufficient to meet the needs of the school?
o. Is the size of the lunchroom sufficient to meet enrollment needs? If not, why?
p. What steps have been taken to maintain sanitary conditions in the lunchroom?
q. How satisfactorily are sanitary conditions maintained?
r. What are the conditions found in the general office and faculty rooms? How satisfactory are the space provisions for these offices? How adequate is the equipment in the general office?
s. What facilities are used for health examinations of students and for treatment of minor illness or injury? How adequate are these facilities?
t. How adequate is the library? What is the number of books included in this facility? Is there sufficient room for students to use it? Is the library consistent with the philosophy and objectives of the school?#

Related Questions

a. What are the best elements or characteristics of the school plant?
b. In what respect is the school plant least adequate or in greatest need of improvement?
c. What improvements in the school plant are now being made or are definitely planned for the immediate future?
d. What studies has the school made or is in the process of making related to school facilities?

11. School Personnel

Critical to the success of any educational program is the attitude and responsiveness of the principal, faculty members, counselors, and other school staff to the needs of the students, their parents, and the total community. Educators seeking to gain the cooperation of minorities and community groups must demonstrate their willingness to identify themselves with the needs and aspirations of these groups.

Key Questions

a. To what extent has the school sought to involve the minority community in school affairs?
b. What efforts are being made by the school or the district to sensitize school staff toward community problems?
c. To what extent do the principal and the staff solicit the views and reactions of different student groups, parents, and community organizations on certain issues?
d. To what degree does the school deal openly with the community?
e. What kind of feelings do students, parents, and community groups exhibit toward the school and its staff?

f. Does the principal and the rest of the school staff understand the rationale underlying the positions and arguments of minority groups in the community?
g. What is the general attitude and responsiveness of the school staff toward the:
   (1) Needs of students?
   (2) Their parents?
   (3) The community?
   (4) Needs of minority students?
   (5) Minority parents?
   (6) Minority community?
h. What is the general attitude of the teachers toward students and parents, and especially minority groups?
i. Do the teachers make any efforts to overcome racial tensions within the classroom and reinforce intergroup relations?

Related Questions--Personnel Attitudes

a. Does the principal know how to find out about and influence the behavior of teachers who practice open or subtle forms of racial or ethnic discrimination?
b. Does the principal deal openly with the possibility of racial tension among staff members and the student body?
c. Does the principal implement needed programs and changes only after pressure groups confront him or her?
d. Does the principal meet with community groups to deal with classroom problems?
e. Does the principal implement plans for educational change in controversial areas in spite of potentially unpleasant incidents?
f. Do the teachers inspire the students to respect one another and be open and honest in their communications with them?
g. Do the teachers take the initiative in eliminating prejudices, stereotypes, and misunderstandings among students?
h. Do teachers carefully review and evaluate textbooks to determine whether they contain fair and appropriate treatment of minority groups?
i. Do teachers attempt to involve parents in classroom activities?
j. Do teachers listen to and accept student opinions irrespective of race or ethnicity?
k. Are the teachers open to criticism?
l. Are the teachers available to <u>all</u> students in the class?
m. Do the teachers tend to behave differently with students of different races or backgrounds?
n. To what extent does the school staff understand the needs of the community?
o. To what degree does the school staff accept responses from the community, especially the minority community?
p. To what extent is the school staff sympathetic to the needs of minority and economically disadvantaged students?
q. To what degree does the community percieve the school as a positive institution?
r. To what extent are the teachers hostile to the students?

s. To what extent does the school staff seek to have community people contribute their ideas about how the schools can be improved?
t. To what extent do school staff members treat members of the community as equals?
u. To what extent are school administrators willing to talk with community people?

V. THE INVOLVEMENT OF PARENTS IN SCHOOL AFFAIRS

Overview

As individuals, parents may not be the most vocal and visible elements in the community, but when they band together at the voting polls, form community organizations, and exert pressure regarding important decisions about the education of their children, they can have a powerful effect.

Educators, in turn, seeking to gain the cooperation of parents and community groups must demonstrate a willingness to involve them in school affairs. In this sense, parents can participate in making a variety of decisions about the curriculum, the selection of new teachers and administrators, the evaluation of school programs, financial allocations, and school policy.

This section of the evaluation will help you assess the kinds and extent of parental involvement in school affairs.

Descriptive Information Relating to Parental Involvement

1. What are the various parent and community groups involved with the school?
2. What roles and functions do they exercise in school operations?
3. What is the makeup of these parent and community groups with respect to race, ethnicity, sex, social, and economic composition?
4. Are there any school advisory groups and organizations?
5. If so, what is the racial, ethnic, sex, social, and economic composition of these advisory groups? Does the composition of these advisory groups reflect the composition of the community?
6. What is the role of each of these advisory groups?
7. What impact or influence have these advisory groups had on school policy?
8. Are there any advisory groups related specifically to federally-funded programs such as Title I, migrant education, etc.?
9. If so, what is the racial, ethnic, sex, social, and economic composition of these advisory groups? Does the composition of these groups reflect the racial, ethnic, sex, social, and eocnomic makeup of the community? If not, what is the reason for this situation?
10. To what extent are parents involved in day-to-day operations of the school?
11. Can parents attend school staff meetings? If not, what kinds of meetings can they attend?
12. In what ways does the school encourage the involvement of parents in school operations?
13. In what ways does the school discourage the involvement of parents in school operations?

Key Questions—Parental Involvement in School Affairs

1. Does the school seek the assistance of the community in developing its educational program? Of minority parents?
2. Does the school provide current information about its program to members of the community and parents?
3. Does the school share its decisionmaking power concerning objectives, programs, activities, and procedures with various racial and cultural groups in the community?
4. Does the school offer special orientation programs for minority parents?
5. Do school adminsitrators and teachers attempt to explain to the community the nature and rationale of the school's educational program?
6. Has the school attempted to engage the support of minority groups in the community in developing school policy?
7. Are parents actively involved in the school decisionmaking process?
8. Do parents feel that they are involved in school affairs to the degree they should be?
9. Does the school encourage the formation of parent groups representing various racial and ethnic interests?
10. Are the recommendations or requests of such groups carefully considered by the administration?
11. Have the recommendations or requests of such groups been effective in changing school policies?
12. Does the school actively seek out the advice of various groups in implementing new policies?
13. Are parents fully aware of their right to secure information from the school administration concerning various educational programs?
14. Are parents informed of new policy decisions?

Related Questions—Parental Involvement in School Affairs

1. How wide is the involvement of all interested parties (staff, students, parents, community) in establishing school policy?
2. What factors in the school and/or community tend to promote the involvement of parents in school affairs?
3. What factors in the school and/or community tend to discourage the involvement of parents in school affairs?
4. In what respects are the efforts of the school toward increasing the involvement of parents most satisfactory and effective?
5. In what respects are these efforts most in need of improvement or development?

VI. EVALUATION SUMMARY

In this section, carefully summarize each of the areas evaluated. Recommend, in order of priority, steps that might be taken in each area to improve the school's response to its students, their parents, and the total community.

I. Basic Commitments
II. The School and Its Community
III. The School and Its Characteristics
IV. The School and Its Educational Program
V. The Involvement of Parents in School Affairs

After briefly summarizing the above and offering basic recommendations, answer the following questions:

1. What are the school's basic purposes?
2. What degree of respect for students does the school exhibit?
3. What kinds of learning opportunities does the school offer?
4. What kinds of self-concepts do the students exhibit?
5. How positive are the attitudes exhibited in the school toward the school?
6. What kinds of home-school and staff-parent relationships does the school maintain?

P204B7.01

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PART II:

A NEEDS ASSESSMENT INSTRUMENT FOR MULTICULTURAL EDUCATION

This instrument will be of assistance to the school administrator, community individual, staff member and the student for identifying specific factors in a given school which impact multicultural education.

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INTRODUCTION

This needs assessment instrument has been developed to assist local school districts assess the perceived needs of their multicultural education program.

It is designed to assist your district in a process of: (1) identifying target groups, (2) providing each group with a short set of questions (twenty), (3) tallying answers easily to identify these questions that show a perceived need (a strong percent of "No" or "NA" = no answer questions), (4) correlating each question to a specific division and/or program within your district/building, (5) establishing an action plan for addressing the perceived need, and (6) establishing a timeline for accomplishing the action.

It is recommended to the survey administrator that the utilization of this instrument is not considered final until all participants taking the instrument have received the statistical data (their portion) of the instrument and any action plans being initiated.

This instrument can be administered verbally or in writing. Copies of the entire section needed should be reproduced, or copies made of the answer sheet for verbal administration.

Please feel free to adapt this instrument to meet the needs of your local district/community. Additions, deletions, or modifications are encouraged for those since this instrument may not meet the assessment needs of all school districts.

If further information or clarification is needed, please contact:

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ACKNOWLEDGEMENTS

Many thanks to the following individuals who provided specific feedback for the development of this instrument:

W. John Bohrnsen	Evergreen School District
Dorothy Deitz	North Kitsap School District
Dolores Hitchcock	Federal Way School District
Gary Howard	Arlington School District
Ken Loveall	Evergreen School District
Gene Medina	Oak Harbor School District
Ken Moore	Evergreen School District
Madelyn Mosley	Federal Way School District
Chuck Nevie	Renton School District
Milton Snyder	Federal Way School District
Norm Veach	Wapato School District

Many thanks to the following school districts and organizations for providing staff time to review this instrument:

Northwest Regional Educational Labratory
Federal Way School District
North Kitsap School District
Bainbridge Island School District
Educational School District 114
Bremerton School District
South Kitsap School District
South King County Consortium
Federal Way School District
Highline School District
Renton School District
Human Relations, Washington Education Association
College of Education, Seattle University

In addition, the Office for Equity Education appreciates the assistance and time of the following SPI individuals:

Deborah Kristin Owen	Ken Bumgarner	Alf Langland
Lois A. Woodhouse	Shirley Dallas	Agnes Engle & Staff
	Harry Johnson	of the Secretarial
		Service Center

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Program Administrator

Bilingual and Handicapped

A special note should be made for bilingual and handicapped students. Testing and assessment information can be obtained at your local Educational Service District or the Office of the State Superintendent of Public Instruction.

The following article is submitted for the purpose of providing a comparative look at Lau Guidelines and the Interim Guidelines for the Transitional Bilingual Program. Recognizing that the Lau Guidelines are no longer applicable, it is thought that the information contained herein is still valid. Please consider it a guide for future planning of bilingual and multicultural programs.

BILINGUAL EDUCATION: HOW DOES YOUR SCHOOL MEASURE UP?*

In March of 1979, the State of Washington passed Substitute Senate Bill No. 2149, better known as "The Transitional Bilingual Instruction Act of 1979." The interim guidelines for this act were issued by the Office of Superintendent of Public Instruction in July of 1979.

Many districts, in an effort to comply with the new law and secure the accompanying state bilingual education funds, tended to overlook federal guidelines for bilingual education issued by the Department of HEW Office for Civil Rights in the summer of 1975. These guidelines were issued pursuant to the landmark Supreme Court decision in the case of Lau vs. Nichols 1974. In that case the court ruled that:

> "...there is no equality of treatment merely by providing students with the same facilities, text books, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." And
>
> "Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills (referring to English language skills) is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

As a result of a local lack of familiarity with the Lau Guidelines, many districts run the risk of being cited for non-compliance by the Office for Civil Rights after fully complying with the interim guidelines issued by the Office of Superintendent of Public Instruction. Districts must be aware, as bilingual instructional programs are being planned and implemented, that a comparative look should be taken at both the Lau Guidelines and the Interim Guidelines for The Transitional Bilingual Program.

Herein are highlighted ten areas of comparison. It is not intended to be an exhaustive analysis, but merely to serve as a guide for future planning of bilingual programs.

*Article appearing in the Winter 1980 issue of Context and Conflict, a Washington State ASCD Publication.

	Lau Guidelines	State Law and Interim Guidelines
1. Purpose	An outline of those educational approaches which would constitute appropriate affirmative steps to be taken by a non-complying school district to open its instructional program to students currently foreclosed from effective and meaningful participation therein.	"...it is the purpose of this act to provide for the implementation of bilingual education programs in the public schools, and to provide supplemental financial assistance to help local school districts to meet the extra costs of these programs."
2. Target Population	Students having a home or first language other than English who fall in one of the following five categories: "A. Monolingual speaker of the language other than English.... B. Predominantly speaks the language other than English.... C. Bilingual (speaks both the language other than English and English with equal ease). D. Predominantly speaks English.... E. Monolingual speaker of English...."	Students having a primary language other than English who fall in either of the following two categories: A. Monolingual speaker of the language other than English. B. Predominantly speaks the language other than English. "Early elementary is a stipulated priority."
3. Identification of Target Population	The district must identify the primary or home language of <u>all</u> students. Assessment of <u>English and primary language</u> proficiency and academic achievement are used as criteria for program placement.	The district must identify the primary or home language of all "...potential candidates for a bilingual program." (Potential candidates are derived from staff observation.) Assessment of <u>English language</u> proficiency is used as the criterion for program placement. "It is strongly recommended that all (eligible) students...be tested also in their home language...."

	Lau Guidelines	State Law and Interim Guidelines
4. Numerical Criterion	Lau plans are written when there are 20 or more students of the same language group in the district. "However, a district does have an obligation to serve any student whose primary or home language is other than English."	"...any school district with a limited number of pupils of the same non-English dominant language shall not be required to activate a new bilingual program but may carry on an alternative instructional program utilizing resources available to the district."
5. Classroom Composition	Programs under Lau "...do not justify the existence of racially/ethnically isolated or identifiable classes, per se."	Does not address this area.
6. Staffing	"Instructional personnel...must be linguistically/culturally familiar with the background of the students to be affected." "The student/teacher ratio for such programs should equal or be less than...the student/teacher ratio for the district."	Does not address this area specifically, but identifies certain kinds of inservice training that should be provided for all staff involved.
7. Program Content	For categories A & B students at the elementary level and category A students at the intermediate level, "...any one or combination of the following programs is acceptable: a) Transitional Bilingual Education Program b) Bilingual/Bicultural Program c) Multilingual/Multicultural Program." For category B students at the intermediate level and for categories A & B students at the secondary level, "...any one or combination of..." the three programs listed above -- plus English as a Second Language (ESL) -- is acceptable. "ESL is a necessary component of all the aforementioned programs. However, an ESL program may not be sufficient as the only program...to respond to the educational needs of all the types of students...."	For categories A & B students any one or combination of the following program models is acceptable: "a) Full Bilingual Instructional Program b) Partial Bilingual Instructional Program c) English as a Second Language Instructional Program d) Combination Bilingual Instructional Program."

	Lau Guidelines	State Law and Interim Guidelines
7. Program Content (Cont.)	For categories C, D, & E students at all levels who are underachieving, "...treatment corresponds to the regular program requirements for all...students who are underachieving, regardless of their language background. For the students in (these categories)...who are achieving at grade level or better, the district is not required to provide additional educational programs."	Category C students not addressed. "'Eligible pupil'...shall not include pupils who are equally or almost equally competent in English and other languages." Categories D & E students not addressed.
8. Student Assessment	"...diagnostic/prescriptive measures (must) be used to identify the nature and extent of each student's educational needs...The diagnostic measures must include diagnoses of problems...and prescriptive measures must serve to bring the linguistically/culturally different student(s) to the educational performance level that is expected by the Local Education Agency (LEA) and State of nonminority students."	"Progress toward mastery of English will need to be demonstrated as the program advances." "Accountability is a legislative emphasis for all programs." "More specific procedures for program evaluation will be developed...."
9. Transition Criteria	"...the district must provide predictive data which show that such student(s) are ready to make the transition into English and will succeed educationally in content areas and in the educational program(s) in which he/she is to be placed."	Does not specifically address this area. (However, students who have demonstrated improvement in English language skills adequate to remove impairment of learning when taught only in English will no longer generate funds.)
10. Fiscal Conditions	Lau requirements are not contingent upon the receipt of funds.	Special funding is provided to districts to operate an approved bilingual instructional program. "No moneys shall be allocated...to fund more than three school years of bilingual instruction for each eligible pupil...: PROVIDED, That such moneys may be allocated...for any pupil who fails to demonstrate improvement in English language skills adequate to remove impairment of learning when taught only in English."

Substitute Senate Bill No. 2149 by its very language assumes a high level of awareness and understanding of the Lau Guidelines on the part of school districts.

The danger exists that districts, not being familiar with the Lau Guidelines, will fail to recognize the subtle assumptions made in The Transitional Bilingual Instruction Act of 1979 while trying to implement bilingual programs.

It must not go unnoticed here that the State Legislature made a valiant attempt, given the present political climate, to restate the Lau Guidelines, albeit in less restrictive language. It's unfortunate that what might have begun as an attempt to assist school districts, could in the end lead to their citation for non-compliance by the Office for Civil Rights.

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INSTRUCTIONS

FOR

SURVEY ADMINISTRATORS

INSTRUCTIONS

FOR

SURVEY ADMINISTRATORS

PURPOSE

The purpose of this section is to help the survey administrators:

1) Transfer data from the client group answers to an easy-to-read tally form.

2) Identify questions from the client groups which are perceived to be areas of concern. Because all questions are stated positively, it can be assumed that a No or NA answer is one to look at more carefully than yes answers.

3) Help specific client groups identify perceived areas of concern by using (tally form for individual client groups.)

4) Help individual buildings or an entire district identify perceived areas of concern by using the (Composite Building/ District Tally Form.)

5) Develop a step-by-step method to modify perceived areas of concern by analyzing identified questions and establishing a plan to promote active change in identified areas of a district's/building's educational program. (Analysis Form)

TALLY FORM (Example)

QUESTION	YES	NO	NA*
A-1			
A-2			
A-3			
A-4			
A-5			
A-6			
A-7			
A-8			
A-9			
A-10			
A-11			
A-12			
A-13			
A-14			
A-15			
A-16			
A-17			
A-18			
A-19			
A-20			

*NA=No Answer Marked

COMPOSITE BUILDING/DISTRICT TALLY FORUM

TALLY FORM
ADMINISTRATORS (A)

QUESTION	YES	NO	NA*
A-1			
A-2			
A-3			
A-4			
A-5			
A-6			
A-7			
A-8			
A-9			
A-10			
A-11			
A-12			
A-13			
A-14			
A-15			
A-16			
A-17			
A-18			
A-19			
A-20			

*NA=No Answer Marked

TALLY FORM
COMMUNITY (B)

QUESTION	YES	NO	NA*
B-1			
B-2			
B-3			
B-4			
B-5			
B-6			
B-7			
B-8			
B-9			
B-10			
B-11			
B-12			
B-13			
B-14			
B-15			
B-16			
B-17			
B-18			
B-19			
B-20			

*NA=No Answer Marked

TALLY FORM
STAFF (C)

QUESTION	YES	NO	NA*
C-1			
C-2			
C-3			
C-4			
C-5			
C-6			
C-7			
C-8			
C-9			
C-10			
C-11			
C-12			
C-13			
C-14			
C-15			
C-16			
C-17			
C-18			
C-19			
C-20			

*NA=No Answer Marked

TALLY FORM
STUDENTS (D)

QUESTION	YES	NO	NA*
D-1			
D-2			
D-3			
D-4			
D-5			
D-6			
D-7			
D-8			
D-9			
D-10			
D-11			
D-12			
D-13			
D-14			
D-15			
D-16			
D-17			
D-18			
D-19			
D-20			

*NA=No Answer Marked

USE OF THE

CORRELATION CHART

In the development of multicultural education programs, it has been found that there are specific district division and/or program areas which need to be reviewed and/or strengthened to accomplish multicultural education. Those (6) identified divisions/programs are:

CURRICULUM	PARENTAL/COMMUNITY INVOLVEMENT	SCHOOL FACILITIES & FUNDING
GOVERNANCE & ADMINISTRATION	PERSONNEL & STAFFING	STUDENT SERVICES

The human element of a multicultural effort is the factor which makes or breaks such a program. Also identified are four client groups which must be involved if such an effort is to have an impact on students.

These (4) client groups are:

THE COMMUNITY	ADMINISTRATORS	SCHOOL STAFF	THE STUDENTS

In an attempt to provide a balance to both the client group and division/program areas it was felt that consideration should be given to not only the number of questions for each group (20), but kind of response each group could make. The decision was made to provide each client group with a set of questions for which they had some background knowledge. All questions have been correlated according to client knowledge or access to specific knowledge.

For example(s):

Question C-13 (There is consensus among the faculty/staff as to the disciplinary policy and procedure.)

This question correlates the two categories on the correlation chart.

Staff and Personnel Staffing

If this question were to surface as one with a high percentage "No" response or "NA" (no answer given), it would be suggested that the survey administrator place the above information on the analysis sheet and continue with step 4 of the analysis sheet.

Question A-6 (There is a written procedure for evaluating all staff)

This question correlates the two categories on the correlation chart:

Use of Correlation Chart, continued:

Administrators and Personnel Staffing

Question D-2 (Instructional materials include information about minority leaders.) This question correlates the two categories on the correlation chart:

Students and Curriculum

It is hoped that the idea of correlating these questions will allow the survey administrator a direct method of identifying perceived needs, isolating the policy procedure, and/or person, and to develop a plan of action for addressing the perceived need along with a target date for completion. (See Page 8)

Correlation Chart

	Curriculum	Governance & Administration	Parental Community Involvement	Personnel & Staffing	School Facilities Funding	Student Service	
Administrators	A-1 A-2 A-3	A-17 A-18 A-19 A-20	A-4	A-5 A-6 A-7 A-8	A-9 A-10	A-11 A-12 A-13 A-14 A-15 A-16	
Community	B-1 B-2 B-3	B-16 B-17 B-18 B-19 B-20	B-4 B-5 B-6 B-7 B-8	B-9 B-10	B-11 B-12 B-13 B-14 B-15		
Staff	C-1 C-2 C-3 C-4 C-5	C-17 C-18 C-19 C-20	C-6 C-7 C-8	C-9 C-10 C-11 C-12 C-13	C-14 C-15	C-16	
Students	D-1 D-2 D-3 D-4			D-5 D-6 D-7 D-8 D-9	D-10	D-11 D-12 D-13 D-14 D-15 D-16 D-17 D-18	D-19 D-20

ANALYSIS FORM DIRECTIONS

The analysis form is developed for the purpose of synthesizing all questions that are perceived to be areas of concern.

Directions:

Step 1 The Survey Administrator should identify those questions which receive an outstanding number of No, or No Answer Marked on the composite/tally sheet. Those question numbers should be listed on the analysis sheet for further analysis.

Step 2 Please refer to the Correlation Chart to identify those categories under which the questions fall. List the categories from the correlation chart onto the analysis sheet.

Step 3 Please refer to the survey instrument and read the actual question in order to familiarize yourself with its content.

Step 4 Please identify the district/school policy, the district/school/procedure and or the person responsible for implementation of policy/procedure and/or person on the analysis sheet.

Step 5 Please list any actions which would help move answers to these questions toward the yes category. This section may be opened to more of a discussion strategy with others who might make recommendations/suggestions for improving specific perceived areas of concern. Also to identify dates for action taken.

Step 6 Please share this information with building/district staff so that all building/district staff is aware of the analysis and those actions taken to improve.

ANALYSIS FORM EXAMPLES

Question No.	Correlation Chart Categories	Person, Policy, Procedure responsible for/ related to questions	Action(s) taken	Date
		EXAMPLES BELOW		
C-13	Staff/Personnel staffing	Pupil personnel officer Building principal Policy manual Student handbook	Staff meeting about discipline procedures	10/7
A-6	Administrators/ Personnel staffing	Personnel Officer Policy Manual Teachers Handbook Building Principal	Set up meeting for personnel officer and building principles to discuss evaluation procedures	10/2
D-2	Students/Curriculum	Curriculum Supervisor Building Principal Curriculum advisory Committee Social Studies teachers Social Studies text	Obtain feedback from identified people or groups to see if student perceptions are correct	11/4

POPULATION

SURVEY

ANALYSIS FORM

Question No.	Correlation Chart Categories	Person, Policy, Procedure responsible for/ related to questions	Action(s) taken	Date

POPULATION SURVEY

Characteristics of the individual completing the form:

Classification within the school district

Student

Elem. ( ) Jr. High/Middle ( ) Sr. High ( )

Community Individual
- Parent of student(s) ( )
- Non Parent of non-student ( )

Classified Staff ( )

Certified Staff ( )

Administrator
- Central Office ( )
- School Bldg. ( )

School Board Member ( )

Sex

Male ( )
Female ( )

Race

American Indian/ Native American ( )

Asian ( )

Black ( )

Caucasian ( )

Hispanic ( )

POPULATION SURVEY

Characteristics of the School, School District, and Community

Type of School
(Please indicate grades)

Elementary ( )

Jr. High ( )

Middle ( )

Sr. High ( )

Vocational Technical Institute ( )

Type of District

Small ( )
(0 - 500 pupils)

Medium ( )
(501 - 2,214 pupils)

Moderate ( )
(2,215 - 9,999 pupils)

Large ( )
(10,000 - over pupils)

School Composition

Multiracial ( )
(Several racial/ethnic groups)

Monoracial ( )
(predominately one race)

SECTION A

FOR

ADMINISTRATORS

ADMINISTRATORS (A)

		Yes	No
1.	A written policy exists which mandates the development of curricula and the selection of instructional materials which are reflective of a racially and culturally pluralistic society.	( )	( )
2.	All students receive instruction concerning the historical and contemporary forms of racism/sexism and its effects.	( )	( )
3.	Social studies courses include African, Asian, American Indian, and Latin American cultures as well as European.	( )	( )
4.	Parents and/or other community members are identified, trained, and utilized for instructional assistance and support.	( )	( )
5.	Instructional and support staff participate openly in staff development programs targeted to the improvement of race relations in the school setting.	( )	( )
6.	There is a written procedure, including human relations knowledge and skills, for determining the competence of all staff.	( )	( )
7.	Teachers and administrators work together in determining school rules and discipline procedures.	( )	( )
8.	All teachers have attended cultural awareness courses.	( )	( )
9.	Allocations for new construction or renovation of school facilities are based upon need.	( )	( )
10.	Allocations for new equipment are distributed to schools on the basis of need.	( )	( )
11.	Minority and majority students take college entrance examinations at proportionately equal rates.	( )	( )
12.	Minority and female students are represented in proportion to their total enrollment in college and other post secondary preparation courses.	( )	( )
13.	Minority students receive academic honors in proportion to their total enrollment in the system.	( )	( )
14.	Minority students are represented in proportion to their total school system enrollment in programs for the gifted and talented.	( )	( )
15.	Every student has the opportunity for positive interracial/ intercultural contact.	( )	( )

ADMINISTRATORS (continued)

		Yes	No
16.	The school rules are perceived to be fair by teachers and students.	( )	( )
17.	The school system collects and analyzes data about and monitors all operations of the system with the stated purpose of eliminating unequal access, treatment, or outcomes for minorities and women.	( )	( )
18.	There is time set aside for school building administrators and instructional staff to discuss problems.	( )	( )
19.	There is currently an approved affirmative action in employment policy and/or plan.	( )	( )
20.	There is a written contract compliance policy.	( )	( )

COMMENTS:

TALLY FORM

ADMINISTRATORS (A)

QUESTION	YES	NO	NA*
A-1			
A-2			
A-3			
A-4			
A-5			
A-6			
A-7			
A-8			
A-9			
A-10			
A-11			
A-12			
A-13			
A-14			
A-15			
A-16			
A-17			
A-18			
A-19			
A-20			

*NA=No Answer Marked

SECTION B

FOR

COMMUNITY

COMMUNITY (B)

		Yes	No
1.	Teachers and counselors actively encourage the academic potential of all students, regardless of financial, racial, and cultural background, or sex.	( )	( )
2.	The district has a multi-ethnic Committee or a Human Relations Committee concerned with the issues of integrated education.	( )	( )
3.	Instructional materials reflect cultural and sexual diversity by representing minority/women characters, illustrations, and diverse cultural lifestyles.	( )	( )
4.	The active involvement and participation of parents in all aspects of school life is ensured by the school governance structure.	( )	( )
5.	Parent conferences and other meetings are regularly scheduled at times which will ensure that parents can participate.	( )	( )
6.	All school personnel contribute to an atmosphere which welcomes and puts all parents at ease.	( )	( )
7.	The school staff seeks out and encourages community groups to utilize school facilities for meetings and other activities.	( )	( )
8.	School board meetings are scheduled at times and in locations which encourage attendance by all racial and cultural groups.	( )	( )
9.	Parents know the teachers of their students.	( )	( )
10.	All school staff demonstrate an understanding and acceptance of racial and cultural identities among students.	( )	( )
11.	School facilities, including recreational areas and instructional service centers, are located on public transportation routes.	( )	( )
12.	The number of school dropouts is perceived to be distributed among minority and majority, male and female students in proportion to their numbers in the total enrollment.	( )	( )
13.	Student academic achievement (as measured by grades and standardized test scores) is not perceived to be predicted by racial or cultural identification.	( )	( )
14.	Opportunity for all students to meet with representatives of institutions of higher education and post secondary education are provided routinely.	( )	( )

COMMUNITY (continued)

		Yes	No
15.	The school program provides for extracurricular activities.	( )	( )
16.	The elected school board is proportionately representative of all racial and cultural groups in the community.	( )	( )
17.	All written policies of the school system are designed to guarantee that all students will receive equality and quality in education.	( )	( )
18.	Minority and majority parents are involved in helping to develop school district policy.	( )	( )
19.	The goals of the district include positive race relations.	( )	( )
20.	The Superintendent/Principal has articulated the goals of the district/school.	( )	( )

COMMENTS:

TALLY FORM

COMMUNITY (B)

QUESTION	YES	NO	NA*
B-1			
B-2			
B-3			
B-4			
B-5			
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B-15			
B-16			
B-17			
B-18			
B-19			
B-20			

*NA=No Answer Marked

SECTION C

FOR

STAFF

STAFF (C)

		Yes	No
1.	The development of curricula and the selection of all instructional materials are accomplished through a process which mandates the involvement of racially and culturally diverse persons.	( )	( )
2.	In-service training designed to enable staff to effectively implement new curricula, new instructional materials, and/or methods more reflective of a racially and culturally pluralistic society is required for all staff.	( )	( )
3.	All instructional procedures account for the racial and cultural identities of students.	( )	( )
4.	The school has a plan to systematically replace or supplement inadequate materials such as readers and social studies texts with more realistic materials.	( )	( )
5.	These have been student activities about diverse racial and cultural themes and perspectives.	( )	( )
6.	There is at least one parent organization in the school.	( )	( )
7.	Minority staff are promoted and/or given increased responsibilities as frequently as are majority staff.	( )	( )
8.	Female teachers are promoted and/or given increased responsibilities as frequently as are male teachers.	( )	( )
9.	The school districts' affirmative action policy and employment plan provides the means to give preference to hiring, retaining, and promoting minority and female personnel to overcome past discrimination.	( )	( )
10.	Minority and female school support staff (clerical, maintenance and transportation, etc.) are assigned equitably to all schools in the system.	( )	( )
11.	Minority and female teachers and counselors are assigned equitably to all schools in the system.	( )	( )
12.	Provisions are made at the building level to provide personnel who can communicate with the linguistically different student and/or parent.	( )	( )
13.	There is consensus among the faculty as to the disciplinary policy and procedure.	( )	( )
14.	Academically oriented as well as vocationally oriented schools are equally distributed in predominantly minority and predominantly majority neighborhoods.	( )	( )

STAFF (continued)

	Yes	No
15. Minor repairs to school buildings (especially window breakage, roofing, and plumbing leaks) are made immediately.	( )	( )
16. The number of suspensions from a building is distributed among minority, male and female students in proportion to their numbers in the total enrollment.	( )	( )
17. There is appropriate representation of both races and sexes at all levels of the school system's decision-making process.	( )	( )
18. Minority and female administrators are assigned equitably to all schools and to all levels of administration in the system.	( )	( )
19. Minority and female administrators are actively involved in all areas of school system decision-making.	( )	( )
20. Minority and female administrators have equal access and influence in the school system's informal decision-making process.	( )	( )

COMMENTS:

TALLY FORM

STAFF (C)

QUESTION	YES	NO	NA*
C-1			
C-2			
C-3			
C-4			
C-5			
C-6			
C-7			
C-8			
C-9			
C-10			
C-11			
C-12			
C-13			
C-14			
C-15			
C-16			
C-17			
C-18			
C-19			
C-20			

*NA=No Answer Marked

SECTION D

FOR

STUDENTS

STUDENTS (D)

		Yes	No
1.	The library contains books and materials dealing with minority, history and culture and the contributions of minority American males and females to our society.	( )	( )
2.	Instructional materials include information about minority leaders.	( )	( )
3.	Materials dealing with racial and cultural diversity are presented in a logical manner.	( )	( )
4.	The illustrations in school publications (yearbook and school newspaper) generally reflect the racial and cultural composition of the school.	( )	( )
5.	Teachers, counselors and administrators of all racial and cultural groups interact comfortably with one another and with students, and parents of all racial and cultural groups in school settings.	( )	( )
6.	Teachers are equally supportive of minority and majority students.	( )	( )
7.	Teachers discuss race/culture with students in the classroom when appropriate and in an open and equitable way.	( )	( )
8.	Teachers structure assignments in a way that encourages minority and majority students to work together.	( )	( )
9.	The faculty is culturally diversified.	( )	( )
10.	The names of all school facilities reflect the racial and sexual diversity of this community.	( )	( )
11.	There is a published discipline policy which explicitly defines rules and the consequences of violations.	( )	( )
12.	Students attend extracurricular activities without regard to grades earned.	( )	( )
13.	Bussed students are able to attend extracurricular activities as readily as nonbussed students.	( )	( )
14.	There is a student group with responsibility for human relations, including interethnic and/or intercultural relations.	( )	( )
	Both minority and majority students are represented in the following:		
15.	Popularity contests (i.e. Kings, Queens, and Courts)	( )	( )

STUDENTS (continued)

	Yes	No
16. Officers in student government.	( )	( )
17. Sport teams.	( )	( )
18. Clubs.	( )	( )
19. Committees.	( )	( )
20. Honors. (i.e. scholastic, athletic and service)	( )	( )

COMMENTS:

TALLY FORM

STUDENTS (D)

QUESTION	YES	NO	NA*
D-1			
D-2			
D-3			
D-4			
D-5			
D-6			
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D-15			
D-16			
D-17			
D-18			
D-19			
D-20			

*NA=No Answer Marked

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P204L8.01